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ABSTRACT

The core of this course is study of the background of the Catilinarian Conspiracy and the "First Oration against Catiline." A review of grammar and syntax is included. Performance objectives focus on a century of chaos which produced the revolutionary Catiline and the conservative Cicero, the Roman Republic, Ciceronian oration, Cicero's syntax, and translation of the "First Oration against Catiline." Readings in English are also prescribed. Sample student evaluation materials are included. For Part 2, see FL 003 157. (RL)

ED 062 864

A REVOLUTIONARY: HIS LIFE AND TRIALS

Part 1

7515.01

Latin

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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COURSE DESCRIPTION

A Revolutionary: His Life and Trials - Part I

A background of the Catilinarian Conspiracy and the First Oration Against Catiline, including a review of grammar and syntax is the core of this study. The Course logically follows the 7514 Courses but a student may study any 7515 quin in any sequence.

7515.01

BROAD GOALS AND PERFORMANCE OBJECTIVES

A. Broad Goals: To study and discuss the history of Rome.

1. To learn the causes of the century of chaos which produced the Revolutionary Catiline and the staunch Conservative Cicero.
2. To learn the theoretical operation of the Roman Republic form of Government.
3. To learn the make-up of a typical Ciceronian type of oration.
4. To study specific syntactical usages of Cicero.
5. To translate the First Oration Against Catiline.

B. Performance Objectives--minimum performance--70% for majority of students unless otherwise specified. (If this is the second 7515 quin--then 80% is minimum.)

1. Given a list of the magisterial officers of Rome, and a list of the duties these officers performed, the students will match the duties with the proper officer.
2. Given a list of important events between 146 BC and 43 BC, the students will put these events into proper sequence.
3. Given a list of five names which relate to Cicero and his life, the students will match these names with an identifying characteristic.
4. Given a list of five events in Cicero's life, the students will put these events into their proper sequence.
5. Given a list describing the parts of a typical Ciceronian oration, the students will fill in the blank with the proper name for each part with 80% accuracy.

6. Given a passage from the First Oration with fifteen words underlined, the students will give the correct identification of the forms with 75% accuracy.
7. Given two passages of Latin from the First Oration Against Catiline with not more than twenty-five lines in each passage, the students will answer ten multiple choice questions based on the meaning of the passages.
8. Given a list of twenty-five Latin sentences with a subordinate clause in each, the studentswill identify the type of subordinate clause, with 75% accuracy.

COURSE CONTENT

A. Background of the Catilinian Conspiracy

1. History of Rome from 146 BC to the death of Cicero, with emphasis on:

   a. The deterioration of the Roman system of Government

   b. The century of chaos

   c. The precedents set by Marius and Sulla

2. Catiline's biography.

3. Cicero's biography, with emphasis on his role in the attempt to restore the Republic.

4. Oratory or rhetoric as a political institution in Rome and an art practiced by Cicero

B. Readings in English. The students will read two books in English and turn in a report on each. One book will be either a history of Rome or a book about Roman civilization and the other will be a biography on one of the main personalities of the Roman History during the last century before Christ.

The following is a suggested list:

1. Biographies:

   a. From Plutarch's <u>Lives</u>:

      Marius Crassus

      Julius Caesar

      Cato Junior

      Tiberius Gracchus

      Gaius Gracchus

      Cicero

      Marc Antony

Marcus Brutus

Sulla

Gaius Marius

b. Caesar by Guglielmo Ferrero

c. Imperial Caesar by Rex Werner

d. This was Cicero by H.J. Haskill

e. Julius Caesar by Fuller

f. The Young Caesar by Rex Werner

g. Julius Caesar by John Gunther

2. Histories and Civilization

a. The Roman Republic by Isaac Asimov

b. The Republic of Rome by A.H. McDonald

c. The Grandeur that was Rome by J.C. Stobart

d. The Roman Way by Edith Hamilton

e. The Romans by Alfred Duggan

f. The World of Rome by Michael Grant

g. Gracchi to Nero by Scullard

h. History of Rome by Moses Hadas

C. Review of grammar and syntax

D. New items of syntax

1. Forms

a. /-re/ in place of /-ris/

b. /-ere/ in place of /-erunt/

2. Case usage:

a. Accusative of exclamation

b. Genitive with verbs of accusing and condemning and with verbs of remembering

c. Dative with Agent

d. Ablative of Comparison

3. Subordinate clauses

a. Relative clause of result

b. Relative clause of description

c. Proviso clauses

d. "Quod" clauses "the fact that"

e. Conditional sentences

4. Independent subjunctive

a. Hortatory

b. Deliberative

c. Optative

E. Translation of the <u>First Oration Against Catiline</u>

SUGGESTED PROCEDURES

1. In addition to translating the First Oration Against Catiline, the following topic for class discussion is recommended:

   The history of Rome from 146 BC to learn how this period produced both Cicero and his adversary Catiline.

   This will require much outside reading with many follow-up discussion sessions on various aspects of the topic.

2. Book reports, especially the biographies, may be read in class. The discussion following the biographies should emphasize the particular individuals role in that period of history.

SAMPLE EVALUATION

Instrument for measuring performance objective 1

A. Matching - The governmental offices and their duties

Col. A	Col. B
1. Aedile	A. Chief Executive of Rome
2. Censor	B. Judicial officer
3. Centurio	C. Supervisor of public buildings
4. Consul	D. Treasurer and finance official
5. Dictator	E. Commander of the army
6. Dux	F. Manager of public finance
7. Imperator	G. Ruler in times of unusual danger
8. Praetor	H. Protector of the plebians
9. Quaestor	I. A commander who had celebrated a triumph
10. Tribune	J. Commander of a century

Instrument for measuring performance objective 2

B. Sequence - History of Rome up to the time of Cicero-Put in proper sequence.

A. Death of Sulla

B. Second agrarian reform

C. End of the Social War

D. Death of Marius

E. End of the Mithradatic War

F. End of the Jugurthine War

G. Death of Gaius Gracchus

H. Dastruction of Carthage

I. Assassination of Tiberius Gracchus

Instrument for measuring performance objective 3

C. Matching - Cicero's life

1. Formiae	a. one of Cicero's teachers
2. Molo	b. a corrupt provincial governor
3. Philippics	c. place of Cicero's death
4. Sicily	d. Cicero's speeches against Antony
5. Verres	e. Place of Cicero's Quaestorship

Instrument for measuring performance objective 4

D. Put the following events in order

1. Cicero's exile from Rome
2. Impeachment of Verres
3. Cicero's Quaestorship in Sicily
4. Cicero's Proconsulship in Cilicia
5. Catiline's conspiracy

Instrument for measuring performance objective 5

E. Give the Latin name of the parts of a typical Ciceronian Oration

1. The Introduction
2. The opening remarks
3. The removal of the audience's prejudices and the putting it in a receptive mood
4. The summary of the facts
5. The outline of the point to be proved
6. The affirmative argument
7. The rebuttal of the opponent's arguments
8. The conclusion .
9. The recapitulation of the speaker's points
10. The appeal to the sympathy of the audience

Instrument for measuring performance objective 6

F. Below is a paragraph with fifteen words underlined. Identify them - giving the case, number, and gender of the nouns and adjectives; and the person, number, voice, tense, and mood of the verbs.

Recognōsce tandem mēcum illam superiōrem. Iam intellegēs multō mē vigilāre acrius ad salūtem quam tē perniciem reī pūblicae. Dīcō tē priōre nocte vēnisse inter falcāriōs - non agam obscūrē - in M. Laecae domum; convēnisse eōdem complūres eiusdem āmentiae scelerisque sociōs. Num negāre audēs? Quid tacēs? Convincam, sī negās. Videō enim esse hīc in senātū quōsdam quī tēcum ūnā fuērunt.

Instrument for measuring performance objective 7 (partial sample)

G. Answer the following questions based on information in the above passage:

1. Who was on guard? A) Cicero; B) The senate; C) Marcus Laeca; D) Catiline.
2. Where did Catiline hold the meeting?
3. With whom did Catiline hold the meeting?
4. When did this meeting take place, in relation to the day of the oration?
5. True or False. Catiline and this person meet alone.

Instrument for measuring performance objective 8

H. In each of the following sentences, there is a subordinate structure which is underlined. Tell what type of subordinate structure it is:

1. Si hoc post hominum memoriam contigit, nemini exspectatis cotumeliam.
2. Dīcō tē priōre nocte vēnisse inter falcāriōs.
3. Quae cum ita sint, Catilīna, purge.
4. Nos non satis facere rei publicae vidēmur si istīus furōrem ac tela vitēmus.

5. Decrevit quondam senātus ut L. Opimus, Consul, vidēret ne quid res publica detrimenti caperet.

6. Fuit ista quondam in hac re publica virtus ut viri fortis acrioribus suppliciis civem perniciem coecerent.

7. Nem o tam tuis similis invenīri poterit qui id non jure factum esse fateātur.

8. Magno mei metu liberabis dummodo inter me atque te murus intersit.

9. Quamdiu erit quisquam qui te defendere audet, Catilina, vives.

10. Purge, Catilina, ex urbe ut res publica liberetur.

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